

Suzhou Singapore International School

苏州新加坡国际学校



Handbook of Studies
2011-2012

Grade 11/12 Courses and Academic Programmes
at SSIS for the 2011-12 academic year



Suzhou Singapore International School Academic Programmes

This handbook contains all the G11 courses proposed for the 2011-12 academic year at Suzhou Singapore International School (SSIS). More specific information regarding individual courses and programmes at SSIS can be found in the *High School* section on the www.ssis-suzhou.net website or follow the link below:

<http://www.ssis-suzhou.net/hs-introduction.htm>

In addition to the information in this document and on the SSIS website, students and parents can meet with G11 subject teachers and the IBDP-HSD Coordinator at the G10 Options Fair to discuss the various IBDP and HSD courses offered at SSIS.

If there are any questions regarding the academic programmes at SSIS please contact the IBDP/HSD Coordinator.

If there are any questions regarding university or college matters please contact the HS College Guidance Counselor.

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SSIS offers two academic programmes for G11 and G12 students.

These programmes are:

1) The International Baccalaureate Diploma Programme (IBDP)

- For information about the IBDP at SSIS go to pages 3- 22 in this document.

2) The High School Diploma Programme (HSD)

- For information about the HSD at SSIS go to pages 23- 31 in this document.

Please note that all SSIS IBDP and HSD courses are dependent upon staff availability and student interest. This means the courses we offer may vary from year to year.

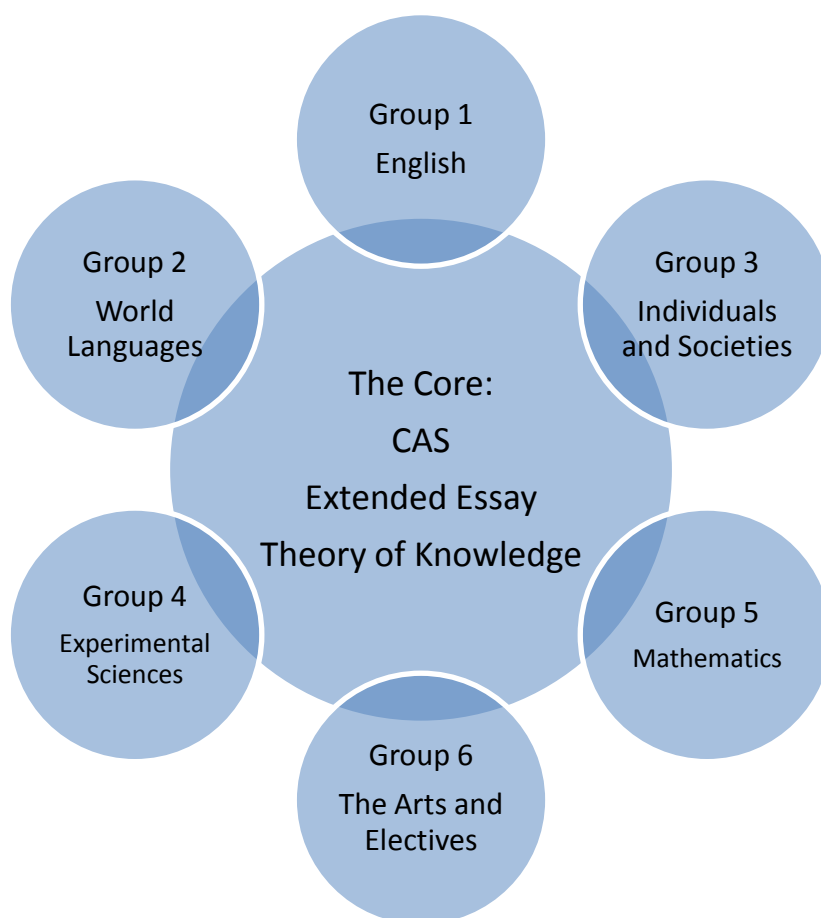
International Baccalaureate Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is an internationally recognised academic programme designed to meet the needs of highly motivated high school students. It is a comprehensive two-year programme which enables students to fulfil the requirements of various national education systems. The IBDP's curriculum model incorporates the best elements of several national assessment systems.

Students select six courses which they study for two years and complete a compulsory core (see the diagram below). Each course lasts two years from G11-G12 and in May of the G12 year the students sit for the IBDP Examinations.

Requirements

- Students must select one subject from each of the six subject groups
- Students participate in the Core requirements



The IBDP is a two year academic programme that begins at the start of Grade 11. All subject group courses are graded on a 1 to 7 scale, with 7 being the highest awarded. The Core is graded on an A-E scale for the Extended Essay and Theory of Knowledge and a Pass/Fail for Creativity-Action-Service (CAS).

IBDP students must complete at least three subjects at a Higher Level (240 class hours per HL course) and three subjects at Standard Level (150 class hours per SL course).

In addition to the six academic subjects, students must take part in the IBDP Core which means they must pass the Theory of Knowledge (TOK) course and complete an Extended Essay (EE) to a satisfactory standard. They must also complete 150 hours of Creativity, Action and Service (CAS) over the two years of the course. The highest point total for the Core is 3 points.

6 Subject Areas x 7 (highest grade per subject) = 42
Core (TOK-EE-CAS) = 3
Total obtainable points = 45

Students must receive 24 points and meet certain criteria to successfully complete the International Baccalaureate Diploma Programme.

- Students should choose the same Language A that they took in G10.
- Students should follow the same Second Language that they took in G10.
- Students should meet the prerequisites that are indicated for each course.
- If a student's G10 grades consistently fail to meet the prerequisites for IBDP courses then the HSD will be a more suitable academic programme.

Bilingual Diploma

To receive a Bilingual IB Diploma students must:

- Complete two Language A courses with a minimum grade of 3 in both courses
- Completion of one of the subjects from Group 3 or Group 4 in a language that is not the same as the student's nominated Language A subject. The student must attain a grade of 3 or higher in both their nominated Language A subject and the Group 3 or Group 4 subject.

- Students must select one subject from each of the six SSIS subject groups listed below

HL = High Level SL = Standard Level

Group 1: English

- It is strongly recommended that students study the same second language that they studied in G10.
- See the pre-requisites box below for SSIS criteria regarding which language level students should choose. "Years experience" starts from Grade 6.

Language Course	Description of the language experience needed to take the language course	Pre-requisites needed to take the language course
Language ab initio	- little to no experience in the language - is a beginner in the language	-2 years or less of formal study -G10 MYP Foundation Language
Language B SL	- 2-5 years experience learning the language in a formal (classroom) setting - is an intermediate language student - other subjects are not taught in this language	-G10MYP B Standard -G10 MYP B Advanced grade of below 4
Language B HL	- 4-5 years learning the language in a formal (classroom) setting -is an intermediate language user with strong communication skills - other subjects are not taught in this language	-G10 MYP B Advanced grade of high 4, 5 or low 6 -G10 MYP B Standard grade of 6 or 7 and teacher recommendation
Language A: Language and Literature	-near native or native language speaker	-G10 MYP B Advanced grade of high 6 or 7 -G10 MYP Language A grade below 5
Language A: Literature	- native language speaker	SL – Minimum G10 Language A Grade of strong 5 HL – Minimum G10 Language A Grade of 6

- Deviation from the prescribed prerequisites listed above must be approved by the appropriate Head of Department and IBDP Coordinator.

English A Literature HL

English A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The HL course will be based on a literary study of three works in translation; close study and analysis of three works, each of a different genre and one of which is poetry; literary study of four works of the same literary genre; three works chosen by the teacher. Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and interview and an individual oral presentation. Students interested in studying languages or human sciences at university should take Language A Literature.

English A Literature SL

English A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation. Students interested in studying languages or human sciences at university should take Language A Literature.

English A Language and Literature HL

English A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The HL course will be based on texts chosen from a variety of sources, genres and media; three literary works, one of which is a work in translation; three literary works chosen from a prescribed book list.

Students will need to complete two 800 – 1000 word coursework written tasks for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

English A Language and Literature SL

English A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The SL course will be based on texts chosen from a variety of sources, genres and media; two literary works, one of which is a work in translation; two literary works chosen from a prescribed book list.

Students will need to complete one 800 – 1000 word coursework written task for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

English B HL

English Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options.

The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the HL course will need to complete a 400 – 700 word creative response to literature for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

English B SL

English Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it. The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options.

The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

Group 2: World Languages

- It is strongly recommended that students study the same second language that they studied in G10.
- See the pre-requisites box below for SSIS criteria regarding which language level students should choose. “Years experience” starts from Grade 6.

Language Course	Description of the language experience needed to take the language course	Pre-requisites needed to take the language course
Language ab initio	- little to no experience in the language - is a beginner in the language	-2 years or less of formal study -G10 MYP Foundation Language
Language B SL	- 2-5 years experience learning the language in a formal (classroom) setting - is an intermediate language student - other subjects are not taught in this language	-G10MYP B Standard -G10 MYP B Advanced grade of below 4
Language B HL	- 4-5 years learning the language in a formal (classroom) setting -is an intermediate language user with strong communication skills - other subjects are not taught in this language	-G10 MYP B Advanced grade of high 4, 5 or low 6 -G10 MYP B Standard grade of 6 or 7 and teacher recommendation
Language A: Language and Literature	-near native or native language speaker	-G10 MYP B Advanced grade of high 6 or 7 -G10 MYP Language A grade below 5
Language A: Literature	- native language speaker	SL – Minimum G10 Language A Grade of strong 5 HL – Minimum G10 Language A Grade of 6

- Deviation from the prescribed prerequisites listed above must be approved by the appropriate Head of Department and IBDP Coordinator.

Chinese B (Mandarin) HL

Chinese Language B (Mandarin) is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options.

The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the HL course will complete a 400 – 700 word creative response to literature for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

Chinese B (Mandarin) SL

Chinese Language B (Mandarin) is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options.

The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

Chinese A Literature HL

Chinese A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The HL course will be based on a literary study of three works in translation; close study and analysis of three works, each of a different genre and one of which is poetry; literary study of four works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and interview and an individual oral presentation. Students interested in studying languages or human sciences at university should take Language A Literature.

Chinese A Literature SL

Chinese A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation. Students interested in studying languages or human sciences at university should take Language A Literature.

Chinese A Language and Literature HL

Chinese A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The HL course will be based on texts chosen from a variety of sources, genres and media; three literary works, one of which is a work in translation; three literary works chosen from a prescribed book list.

Students will need to complete two 800 – 1000 word coursework written tasks for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

Chinese A Language and Literature SL

Chinese A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The SL course will be based on texts chosen from a variety of sources, genres and media; two literary works, one of which is a work in translation; two literary works chosen from a prescribed book list.

Students will need to complete one 800 – 1000 word coursework written task for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

German A Literature HL

German A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The HL course will be based on a literary study of three works in translation; close study and analysis of three works, each of a different genre and one of which is poetry; literary study of four works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and interview and an individual oral presentation. Students interested in studying languages or human sciences at university should take Language A Literature.

German A Literature SL

German A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation. Students interested in studying languages or human sciences at university should take Language A Literature.

German A Language and Literature HL

German A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The HL course will be based on texts chosen from a variety of sources, genres and media; three literary works, one of which is a work in translation; three literary works chosen from a prescribed book list.

Students will need to complete two 800 – 1000 word coursework written tasks for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

German A Language and Literature SL

German A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The SL course will be based on texts chosen from a variety of sources, genres and media; two literary works, one of which is a work in translation; two literary works chosen from a prescribed book list.

Students will need to complete one 800 – 1000 word coursework written task for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

Japanese A Literature HL

Japanese A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The HL course will be based on a literary study of three works in translation; close study and analysis of three works, each of a different genre and one of which is poetry; literary study of four works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and interview and an individual oral presentation.

Japanese A Literature SL

Japanese A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation.

Korean A Literature HL

Korean A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The HL course will be based on a literary study of three works in translation; close study and analysis of three works, each of a different genre and one of which is poetry; literary study of four works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and interview and an individual oral presentation.

Spanish B SL

Spanish Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options.

The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

Chinese ab initio (Mandarin) SL

Chinese ab initio (Mandarin) is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence.

Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.

Students must complete a 200-300 word written assignment for the external assessment and an individual interview for the internal assessment.

Spanish ab initio SL

Spanish ab initio (Mandarin) is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence.

Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.

Students must complete a 200-300 word written assignment for the external assessment and an individual interview for the internal assessment.

Group 3: Individuals and Societies

Business & Management HL

Prerequisites: Minimum MYP English Language A level 6 or B Advanced level 7 and Math level 6 (or a recognized equivalent)

Students gain an international perspective on business and promote their appreciation of cultural diversity through the study of a number of topics which are spread across six modules. They study four modules: Business Organization and Environment, Accounting and Finance, Marketing and Business Strategy. In these modules students learn about the structure of organizations and the different environments in which they operate, how organizations formulate marketing strategies and tactics to achieve organizational objectives and how they manage and use financial resources and information as decision making tools. They are assessed through a combination of case studies, research and presentation tasks, essay questions group work and end of semester examinations.

Business & Management SL

Prerequisites: Minimum MYP English Language A level 5 or B Advanced level 6 and Math level 5 (or a recognized equivalent)

Students gain an international perspective on business and promote their appreciation of cultural diversity through the study of a number of topics, which are spread across six modules. They study four modules: Business Organization and Environment, Accounting and Finance, Marketing, and Business Strategy. In these modules students learn about the structure of organizations and the different environments in which they operate, how organizations formulate marketing strategies and tactics to achieve organizational objectives and how they manage and use financial resources and information as decision-making tools. They are assessed through a combination of case studies, research and presentation tasks, essay questions group work and end of semester examinations.

A note about the Business Strategy Module: This topic does not add new content to the Diploma Programme business and management course, but gathers together and synthesizes business ideas, concepts and techniques from the topics in the HL course. As a result, this topic is integrated into the other higher-level topics covered within the other modules.

Economics HL

Prerequisites: Minimum MYP English Language A level 6 or B Advanced level 7 and Math level 6 (or a recognized equivalent)

In this course, students study the operation of local, national, and global economic systems. The program is divided into four sections: microeconomics, macroeconomics, international trade, and development economics. Microeconomics relates to the markets for individual products, and how the consumers and producers react to various incentives to make their own economic choices. Macroeconomics concerns the operation of a national economy, and emphasizes the effects of various government policies. International trade looks at the global economy. Major topics are benefits and drawbacks to free trade between nations, the efforts that governments take to protect their own producers, and the functions of currency exchange rates. Developmental economics is the study of how poor nations can improve their economies, and analyzes both successes and failures around the world.

Economics is a very broad field. Throughout the course of the program, many connections are made to history, political systems, human psychology, and mathematics. At all stages of the course, special emphasis is placed on the study of current news sources. The analysis of such sources makes up a large portion of the IB examinations in economics. Higher Level Economics expands several of these topics. It looks at questions of consumer and producer behavior in more unusual situations, and considers a greater variety of potential government policies and how they might affect the economy.

Economics SL

Prerequisites: Minimum MYP English Language A level 5 or B Advanced level 6 and Math level 5 (or a recognized equivalent)

In this course, students study the operation of local, national, and global economic systems. The program is divided into four sections: microeconomics, macroeconomics, international trade, and development economics.

Microeconomics relates to the markets for individual products, and how the consumers and producers react to various incentives to make their own economic choices. Macroeconomics concerns the operation of a national economy, and emphasizes the effects of various government policies. International trade looks at the global economy. Major topics are benefits and drawbacks to free trade between nations, the efforts that governments take to protect their own producers, and the functions of currency exchange rates. Developmental economics is the study of how poor nations can improve their economies, and analyzes both successes and failures around the world.

Economics is a very broad field. Throughout the course of the program, many connections are made to history, political systems, human psychology, and mathematics. At all stages of the course, special emphasis is placed on the study of current news sources. The analysis of such sources makes up a large portion of the IB examinations in economics.

Geography HL

Prerequisites: Minimum MYP Humanities level 5, English Language A level 5 or B Advanced level 7 and Math level 5 (or a recognized equivalent)

Students develop an understanding of the interrelationships between people, places, spaces and the environment. They study: populations in transition, disparities in wealth and development, patterns in environmental quality and sustainability, and patterns in resource consumption. Three optional themes are chosen from the following: Freshwater – Issues and Conflicts; Oceans and their Coastal Margins; Extreme Environments; Hazards and Disasters – Risk Assessment and Response; Leisure, Sport and Tourism; The Geography of Food and Health; and Urban Environments. In addition, there are seven compulsory Extension topics for HL students. These include: measuring global interactions, changing space and the shrinking world, economic interactions and flows, environmental change, socio-cultural exchanges, political outcomes and global interactions at the local level.

Geography SL

Prerequisites: Minimum MYP Humanities level 5, English Language A level 5 or B Advanced level 7 and Math level 5 (or a recognized equivalent)

Students develop an understanding of the interrelationships between people, places, spaces and the environment, a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management; to appreciate the relevance of geography in analysing contemporary issues and challenges, and to develop a global perspective of diversity and change. Students study the topics of populations in transition, disparities in wealth and development, patterns in environmental quality and sustainability, and patterns in resource consumption. Three optional themes are chosen from the following: Freshwater – Issues and Conflicts; Oceans and their Coastal Margins; Extreme Environments; Hazards and Disasters – Risk Assessment and Response; Leisure, Sport and Tourism; The Geography of Food and Health; and Urban Environments.

History HL

Prerequisites: Minimum MYP Humanities level 5, English Language A level 5 or B Advanced level 7 (or a recognized equivalent)

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges.

History SL

Prerequisites: Minimum MYP Humanities level 5, English Language A level 5 or B Advanced level 7 (or a recognized equivalent)

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges.

Psychology SL

Prerequisites: Minimum MYP English Language A level 5 or B Advanced level 6 and an MYP Science overall grade 5 or above with a criterion C grade of 4 (or recognized equivalent)

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and socio-cultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Psychology HL

Prerequisites: Minimum MYP English Language A level 5 or B Advanced level 6 and an MYP Science overall grade 6 or above with a criterion C grade of 5 (or recognized equivalent)

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Group 4: Experimental Sciences

Biology HL

Prerequisites: MYP Science overall grade 6 with a criterion C grade of 5 (or recognized equivalent)

Students study the topics Statistical Analysis, Cells, The Chemistry of Life, Genetics, Ecology and Evolution, and Human Health and Physiology. Students develop the skills to analyze and communicate scientific information. This course covers the same topics as the HSD and SL courses but it covers much more content and the work is studied to a much greater depth. Students develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations. The weightings for the determination of the grade are examinations: 76%, Laboratory investigations 24%.

Biology SL

Prerequisites: MYP Science overall grade 5 or above with a criterion C grade of 4 (or recognized equivalent)

Students study the topics Statistical Analysis, Cells, The Chemistry of Life, Genetics, Ecology and Evolution, and Human Health and Physiology. Students develop the skills to analyze and communicate scientific information. Students develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations. The weightings for the determination of the grade are examinations: 76%, Laboratory investigations 24%.

Chemistry HL

Prerequisites: MYP Science overall grade 6 with a criterion C grade of 5 (or recognized equivalent)

Students start the course by learning quantitative chemistry in measuring and calculating amounts and yields. Students take an in depth look at Atomic Structure, patterning within the Periodic Table, and Chemical Bonding. Students explore the properties of chemical reactions within the next three units; the first being the heat changes that occur during the formation and breaking of bonds within new substances, the kinetics or factors affecting the speed of the reaction, and lastly, the dynamics within the equilibrium or factors that provide a balance to the reaction. The grade for this course is based on examinations (76%) and the assessment of the planning, conduct and writing up of a number of laboratory investigations (24%).

Chemistry SL

Prerequisites: MYP Science overall grade 5 or above with a criterion C grade of 4 (or recognized equivalent)

Students start the course by learning quantitative chemistry in measuring and calculating amounts and yields. Students take an in depth look at Atomic Structure, patterning within the Periodic Table, and Chemical Bonding. These three units explain why atoms behave the way they do in chemical reactions. Students explore the properties of chemical reactions within the next three units; the first being the heat changes that occur during the formation and breaking of bonds within new substances, the kinetics or factors affecting the speed of the reaction, and lastly, the dynamics within the equilibrium or factors that provide a balance to the reaction. Throughout the course, students perform several investigations and learn how to perform proper measurement and data processing skills.

Environmental Systems and Societies SL

Prerequisites: MYP Science or Humanities overall grade 5 or above with a criterion C grade of 4 (or recognized equivalent)

ESS is a SL trans-disciplinary subject, which combines both experimental science (Group 4) and Individuals and Societies (Group 3). The main goal in this class is to provide a coherent understanding of the interrelationships between environmental systems and Societies. Students will learn a wide range of environmental issues such as economics, biodiversity, history, weather, energy, global trade, philosophy, religion, ethics, and nature. Students will be asked to call on previous experiences in science such as informal equations and laws of science, but to an equal extent Students will study, inquire and discuss case studies, design and conduct experiments.

Physics HL

Prerequisites: MYP Science overall grade 6 with a criterion C grade of 5 (or recognized equivalent)

Students study Mechanics and Thermal Physics, Oscillations and Waves and Electric Currents. Students develop the skills to analyze and communicate scientific information. They develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations. The weightings for the determination of the grade are examinations: 76%, Laboratory investigations 24%.

Physics SL

Prerequisites: MYP Science overall grade 5 or above with a criterion C grade of 4 (or recognized equivalent)

Students study Mechanics and Thermal Physics, Oscillations and Waves and Electric Currents. Students develop the skills to analyze and communicate scientific information. Students develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations. The weightings for the determination of the grade are examinations: 76%, Laboratory investigations 24%.

Group 5: Mathematics

Mathematics Higher HL

Prerequisites: Minimum MYP Extended Math level 6

Students focus on basic algebraic concepts as sequences and series, logarithms, complex numbers, mathematical induction and matrices. They explore different functions and apply functional methods to a variety of mathematical situations. Students examine the circular functions and are introduced to some important trigonometric identities. They get familiar with the manipulation and presentation of statistical data and the laws of probability. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. They develop insight into mathematical form and structure and develop the skills needed to continue their mathematical growth in other learning environments. Assessments comprise periodic class tests. Final assessment involves two internal assessments (20%), two written exam papers one with and one without the use of a GDC (2x40%).

Mathematics Standard SL

Prerequisites: Minimum MYP Extended Math level 5 or Standard level 6 (or recognized equivalent)

Students study Algebra, functions and equations, circular functions/Trigonometry and matrices and develop the ability to read, interpret and solve a given problem using appropriate mathematical terms, organize and present information and data in tabular, graphical and/or diagrammatic forms, know and use appropriate notation and terminology, formulate a mathematical argument and communicate it clearly, select and use appropriate mathematical strategies and techniques, demonstrate an understanding of both the significance and the reasonableness of results, recognize patterns and structures in a variety of situations, and make generalizations, recognize and demonstrate an understanding of the practical applications of mathematics, use appropriate technological devices as mathematical tools, and appropriately use mathematical modeling. They are assessed using previous IB exam questions along with the internally assessed component, the portfolio, which offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling.

Mathematics Studies SL

Prerequisites: Minimum MYP Extended Math level 3 or Standard level 4 (or recognized equivalent)

In this course, students focus on a wide variety of mathematical concepts and their applications. Over the course of the year, students will examine number sets, measurement, statistics, linear and quadratic algebra, geometry, and trigonometry. The skills that are further developed in this course include: mathematical knowledge, problem solving, and the ability to communicate effectively. Students will be periodically assessed through test and projects. Final assessment involves two final exam papers worth 40% each, and an independent project worth 20% each.

Group 6: Arts and Electives

Biology HL

Prerequisites: MYP Science overall grade 6 with a criterion C grade of 5 (or recognized equivalent)

Students study the topics Statistical Analysis, Cells, The Chemistry of Life, Genetics, Ecology and Evolution, and Human Health and Physiology. Students develop the skills to analyze and communicate scientific information. This course covers the same topics as the HSD and SL courses but it covers much more content and the work is studied to a much greater depth. Students develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations. The weightings for the determination of the grade are examinations: 76%, Laboratory investigations 24%.

Biology SL

Prerequisites: MYP Science overall grade 5 or above with a criterion C grade of 4 (or recognized equivalent)

Students study the topics Statistical Analysis, Cells, The Chemistry of Life, Genetics, Ecology and Evolution, and Human Health and Physiology. Students develop the skills to analyze and communicate scientific information. Students develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations. The weightings for the determination of the grade are examinations: 76%, Laboratory investigations 24%.

Business & Management HL

Prerequisites: Minimum MYP English Language A level 6 or B Advanced level 7 and Math level 6 (or a recognized equivalent)

Students gain an international perspective on business and promote their appreciation of cultural diversity through the study of a number of topics which are spread across six modules. They study four modules: Business Organization and Environment, Accounting and Finance, Marketing and Business Strategy. In these modules students learn about the structure of organizations and the different environments in which they operate, how organizations formulate marketing strategies and tactics to achieve organizational objectives and how they manage and use financial resources and information as decision making tools. They are assessed through a combination of case studies, research and presentation tasks, essay questions group work and end of semester examinations.

Business & Management SL

Prerequisites: Minimum MYP English Language A level 5 or B Advanced level 6 and Math level 5 (or a recognized equivalent)

Students gain an international perspective on business and promote their appreciation of cultural diversity through the study of a number of topics. In grade 11, students study three modules: Business Organization and Environment, Accounting and Finance and Marketing. In these modules they learn about the structure of organizations and the different environments in which they operate, how organizations formulate marketing strategies and tactics to achieve organizational objectives and how they manage and use financial resources and information as a decision making tools. Students are assessed through a combination of case studies, research and presentation tasks, essay questions group work and end of semester examinations.

Chemistry HL

Prerequisites: MYP Science overall grade 6 with a criterion C grade of 5 (or recognized equivalent)

Students start the course by learning quantitative chemistry in measuring and calculating amounts and yields. Students take an in depth look at Atomic Structure, patterning within the Periodic Table, and Chemical Bonding. Students explore the properties of chemical reactions within the next three units; the first being the heat changes that occur during the formation and breaking of bonds within new substances, the kinetics or factors affecting the speed of the reaction, and lastly, the dynamics within the equilibrium or factors that provide a balance to the reaction. The grade for this course is based on examinations (76%) and the assessment of the planning, conduct and writing up of a number of laboratory investigations (24%).

Chemistry SL

Prerequisites: MYP Science overall grade 5 or above with a criterion C grade of 4 (or recognized equivalent)

Students start the course by learning quantitative chemistry in measuring and calculating amounts and yields. Students take an in depth look at Atomic Structure, patterning within the Periodic Table, and Chemical Bonding. These three units explain why atoms behave the way they do in chemical reactions. Students explore the properties of chemical reactions within the next three units; the first being the heat changes that occur during the formation and breaking of bonds within new substances, the kinetics or factors affecting the speed of the reaction, and lastly, the dynamics within the equilibrium or factors that provide a balance to the reaction. Throughout the course, students perform several investigations and learn how to perform proper measurement and data processing skills.

Chinese ab initio (Mandarin) SL

Prerequisites: See language prerequisite chart on page 7

Chinese ab initio (Mandarin) is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence.

Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.

Students must complete a 200-300 word written assignment for the external assessment and an individual interview for the internal assessment.

Computer Science HL

Prerequisites: Minimum MYP Technology level 4 (or recognized equivalent)

Computer Science students study how computers operate and how they can be used to solve problems. The course focuses on software development, fundamentals of computer systems, the relationship between computing systems and society, computer mathematics and logic, advanced data structures and algorithms, further system fundamentals and file organization. Students will develop programming skills using the Java programming language. At the completion of each topic, students are assessed through topic tests and programming assignments. Students will also undertake formal examinations at the end of each semester.

Computer Science SL

Prerequisites: Minimum MYP Technology level 4 (or recognized equivalent)

Computer Science students study how computers operate and how they can be used to solve problems. The course focuses on software development, fundamentals of computer systems and the relationship between computing systems and society. Students will develop programming skills using the Java programming language. At the completion of each topic, students are assessed through topic tests and programming assignments. Students will also undertake formal examinations at the end of each semester.

Music HL

Prerequisites: Audition with teacher recommendation

Students should have a background in musical performance. HL is designed for the specialist music student with a background in musical performance and composition, who may pursue music at university or conservatoire level. The syllabus includes musical perception and analysis, the study of a prescribed work given by the IBO, and the study of musical genres, form, structure and styles from around the world. Students will also learn different ways to carryout a musical investigation to prepare them to achieve their own independent research. During the course, time will be dedicated to developing performance and composition skills.

Music SL

Prerequisites: Audition with teacher recommended

Standard Level is designed for the music student with a background in musical performance and/or composition. The syllabus includes musical perception and analysis, the study of a prescribed work given by the IBO, and the study of musical genres, form, structure and styles from around the world. Students will also learn different ways to carry out a musical investigation to prepare them to achieve their own independent research. During the course, time will be dedicated to developing performance and composition skills.

Theatre Arts HL

Prerequisites: Audition with teacher recommendation

The Theatre Arts course aims to help students understand the nature of the theatre. The course involves the development of performance skills through working on devised and scripted scenes, some of which must be presented to an audience. Students will also study drama from the point of view of the director and will investigate methods of turning a script into performance. Practical exploration of theatre from different cultures is also a key element in the course. A theatre production - a collaborative exercise animating a broad spectrum of talents and skills in which the principles and practices of theatre are explored by the students - is the high point of their practical and theoretical studies.

Theatre Arts SL

Prerequisites: Audition with teacher recommendation

The Theatre Arts course aims to help students understand the nature of the theatre. The course involves the development of performance skills through working on devised and scripted scenes, some of which must be presented to an audience. Students will also study drama from the point of view of the director and will investigate methods of turning a script into performance. Practical exploration of theatre from different cultures is also a key element in the course. A theatre production - a collaborative exercise animating a broad spectrum of talents and skills in which the principles and practices of theatre are explored by the students - is the high point of their practical and theoretical studies.

Visual Arts HL

Prerequisites: Minimum MYP Visual Art and successful SSIS suitability test

Students concentrate on studio work supported by the investigation workbook. The time allocation for Higher Level is 240 hours over the two year. Because of the nature of the subject quality work can be produced higher levels. Higher level students have the opportunity to produce more work of greater depth so the assessment criteria are differentiated according to option and level although the aims and objectives are the same. Students engage in practical exploration and artistic production and in independent contextual, visual and critical investigations that often connects to Theory of Knowledge and other subject areas. It promotes respect for cultural and aesthetic differences, creative thinking and problem solving.

Visual Arts SL

Prerequisites: Minimum MYP Visual Art and successful SSIS suitability test

Students concentrate on studio work supported by the investigation workbook. The time allocation for Standard Level is 150 hours over the two year course. Because of the nature of the subject quality work can be produced at standard level. The assessment criteria are differentiated according to option and level although the aims and objectives are the same. Students engage in practical exploration and artistic production and in independent contextual, visual and critical investigations that often connects to Theory of Knowledge and other subject areas. It promotes respect for cultural and aesthetic differences, creative thinking and problem solving.

Design Technology HL

Prerequisites: Minimum MYP Technology level 4 (or recognized equivalent)

Students follow a model of learning that includes knowledge, skills and design principles in problem solving contexts. They learn about the design process, product design, green design, product innovation, materials, product development, graphic design and how to apply their knowledge to a range of situations. At the completion of each topic, students are assessed through topic tests. Internal assessment is through the IB Design Cycle criteria of Planning, Research, and Development. Students sit a formal examination at the end of each semester and external examinations at course completion. The Higher level course has more assessment criteria.

Design Technology SL

Prerequisites: Minimum MYP Technology level 4 (or recognized equivalent)

Students follow a model of learning that includes knowledge, skills and design principles in problem solving contexts. They learn about the design process, product design, green design, product innovation, materials, product development, graphic design and how to apply their knowledge to a range of situations. At the completion of each topic, students are assessed through topic tests. Internal assessment is through the IB Design Cycle criteria of Planning, Research, and Development. Students sit a formal examination at the end of each semester and external examinations at course completion. The Higher level course has more assessment criteria.

The IBDP Core

- **All IBDP students must successfully complete the IBDP Core to achieve the Diploma.**
- **The IBDP Core has three parts which are:**

Creativity – Action – Service (CAS)

The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.

Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people. Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme.

Each school appoints a CAS supervisor who is responsible for providing a varied choice of activities for students. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired.

Extended Essay (EE)

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:

- practical preparation for the kinds of undergraduate research required at tertiary level
- an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to:

- analyse
- synthesize, and
- evaluate knowledge.

Students are supported throughout the process with advice and guidance from a supervisor (usually a teacher at the school).

Theory of Knowledge (TOK)

The theory of knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, it prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?"

It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

TOK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they can apply their knowledge with greater awareness and credibility.

High School Diploma Programme (HSD)

The High School Diploma Programme (HSD) offers a broader range of one or two-year courses and, by crediting the final two years of MYP (or an equivalent), recognises student achievement from grade 9 through to grade 12. The final two years of the HS Diploma encompasses a broad range of courses and activities and allows students to enjoy a well-rounded education.

HSD students have the opportunity to take IBDP courses in most subject areas. If they successfully complete one-year or a two-year IBDP course they will receive 1 academic credit. If they want to complete a two-year IBDP course they will have the opportunity to sit for the IBDP Exam and receive an *IBDP Course Result*. They will also receive 2 academic credits if they complete a two-year IBDP course.

The HS Diploma follows a model that requires students to gain a minimum of 24 credits in the following courses over 4 years (G9-G12). Completion of a one year course equals 1 credit:

- First language 4 credits
- Second language 3 credits
- Humanities 3 credits
- Science 3 credits
- Math 3 credits
- Technology 2 credits
- Arts 2 credits
- Electives 4 credits

A Career Pathways course is part of the HS Diploma curriculum in order to help students make academic decisions that will prepare them for university or college entrance.

HS Diploma students also participate in a Physical Education Health and Wellness course that educates students about the benefits of living a healthy and active lifestyle.

SSIS guarantees whichever programme your child chooses he or she will gain:

- Excellence in education
- The best trained international educators
- Internationally respected curricula models
- The best from current international and multi-cultural pedagogic thinking
- Thorough internal and external assessment models
- Rewarding and achievable challenges for all students
- University style independent research experience
- Social service activities
- Opportunities to achieve accelerated university credit.

Students must choose one course from each of the six SSIS HSD subject groups.

- **HSD students have the opportunity to take International Baccalaureate Diploma Programme (IBDP) courses in most subject areas.**
- **IBDP courses offered to HSD students are called *Honors* courses and are indicated in this document by (H). Honors courses are two-year courses.**
- **One year Grade 11 and Grade 12 courses are indicated.**

Group 1: English

English A Language and Literature SL (H)

Prerequisites: See prerequisite chart on page 5

English A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The HL course will be based on texts chosen from a variety of sources, genres and media; three literary works, one of which is a work in translation; three literary works chosen from a prescribed book list.

Students will need to complete two 800 – 1000 word coursework written tasks for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

English B SL (H)

Prerequisites: See prerequisite chart on page 5

English Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options.

The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

Group 2: World Languages

Chinese A Language and Literature SL (H)

Prerequisites: See prerequisite chart on page 7

Chinese A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The SL course will be based on texts chosen from a variety of sources, genres and media; two literary works, one of which is a work in translation; two literary works chosen from a prescribed book list.

Students will need to complete one 800 – 1000 word coursework written task for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

Chinese B SL (H)

Prerequisites: See prerequisite chart on page 7

Chinese Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options.

The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

Chinese Foundation (H)

Prerequisites: See prerequisite chart on page 7

Chinese Foundation is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence.

Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.

Students must complete a 200-300 word written assignment for the external assessment and an individual interview for the internal assessment.

Korean A Literature SL (H)

Prerequisites: See prerequisite chart on page 7

Korean A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation.

Japanese A Literature SL (H)

Prerequisites: See prerequisite chart on page 7

Japanese A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher.

Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation.

Spanish B SL (H)

Prerequisites: See prerequisite chart on page 7

Spanish Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options.

The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

Spanish Foundation (H)

Prerequisites See prerequisite chart on page 7

Spanish Foundation is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence.

Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.

Students must complete a 200-300 word written assignment for the external assessment and an individual interview for the internal assessment.

Group 3: Humanities

American History (Grade 12)

Prerequisites: None

United States History is a one year course following the structure, and most of the expectations, of an Advanced Placement course. Students begin with Pre-Columbian Native American societies and at the present day. Students develop factual knowledge of United States history and learn to assess historical materials, including primary source documents, for their reliability and relevance, and to weigh the evidence and interpretations presented in historical scholarship. Students must demonstrate knowledge and skills through writing and oral presentation and use and develop of analytical and writing skills.

Asian Studies (Grade 11)

Prerequisites: None

Students study the histories of various Asian countries from their origins to the present day. They use multiple approaches to historical analysis and assessment, addressing various themes such as geography, demographics, technological advancements, and conflict and resolution within and between nations. Students develop the ability to think and write critically, use comparative analysis, and analyze and interpret primary and secondary source documents. Students will be assessed on the following tasks; written assignments, oral presentations, formal examinations, research projects, and coursework activities.

Business & Management SL (H)

Prerequisites: Minimum MYP English Language A level 5 or B Advanced level 6 and Math level 5 (or a recognized equivalent)

Students gain an international perspective on business and promote their appreciation of cultural diversity through the study of a number of topics. In grade 11, students study three modules: Business Organization and Environment, Accounting and Finance and Marketing. In these modules they learn about the structure of organizations and the different environments in which they operate, how organizations formulate marketing strategies and tactics to achieve organizational objectives and how they manage and use financial resources and information as a decision making tools. Students are assessed through a combination of case studies, research and presentation tasks, essay questions group work and end of semester examinations.

Group 4: Science and Technology

Biological Science (Grade 11)

Prerequisites: None

Students study the topics Biology and The Real World, The Scientific Method, Plant Science, Human Health and Physiology, Microbiology and Disease, Enzymes and DNA Technology. Students develop laboratory skills by designing and carrying out experiments. The assessment scheme has four areas. These are: Communication (lab reports, presentations and essay) - 22%; Knowledge and Understanding (exams) - 22%; Practical Work (laboratory reports - 32%; Attitudes (book work, homework, class pop tests, effort) - 20%.

Chemistry SL (H)

Prerequisites: MYP Science overall grade 5 or above with a criterion C grade of 4 (or recognized equivalent)

Students start the course by learning quantitative chemistry in measuring and calculating amounts and yields. Students take an in depth look at Atomic Structure, patterning within the Periodic Table, and Chemical Bonding. These three units explain why atoms behave the way they do in chemical reactions. Students explore the properties of chemical reactions within the next three units; the first being the heat changes that occur during the formation and breaking of bonds within new substances, the kinetics or factors affecting the speed of the reaction, and lastly, the dynamics within the equilibrium or factors that provide a balance to the reaction. Throughout the course, students perform several investigations and learn how to perform proper measurement and data processing skills.

Physics SL (H)

Prerequisites: MYP Science overall grade 5 (or a recognized equivalent)

Students study core and advanced topics on Mechanics and Thermal Physics, Oscillations and Waves and Electric Currents. Students develop laboratory skills by designing and carrying out experiments. There are two components to the course grade: The I.B. Examinations (76%) and the internally assessed, externally moderated internal assessment of laboratory reports (24%).

Physical Sciences (Grade 12)

Prerequisites: None

Course content contains six topics covering the central concepts of Chemistry and Physics with special relevance of these concepts to everyday situations and applications. The course also explores how the material learned in class is related to industry and society and through laboratory investigation. The scientific method is used to design, carry out and evaluate investigations with a focus on manipulative, personal and communication skills. Regular assignments include scientific research, essays and formal semester examinations.

Group 5: Mathematics

Mathematics Standard SL (H)

Prerequisites: Minimum MYP Extended Math level 5 or Standard level 6 (or recognized equivalent)

Students study Algebra, functions and equations, circular functions/Trigonometry and matrices and develop the ability to read, interpret and solve a given problem using appropriate mathematical terms, organize and present information and data in tabular, graphical and/or diagrammatic forms, know and use appropriate notation and terminology, formulate a mathematical argument and communicate it clearly, select and use appropriate mathematical strategies and techniques, demonstrate an understanding of both the significance and the reasonableness of results, recognize patterns and structures in a variety of situations, and make generalizations, recognize and demonstrate an understanding of the practical applications of mathematics, use appropriate technological devices as mathematical tools, and appropriately use mathematical modeling. They are assessed using previous IB exam questions along with the internally assessed component, the portfolio, which offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling.

Mathematics Studies SL (H)

Prerequisites: Minimum MYP Extended Math level 3 or Standard level 4 (or recognized equivalent)

In this course, students focus on a wide variety of mathematical concepts and their applications. Over the course of the year, students will examine number sets, measurement, statistics, linear and quadratic algebra, geometry, and trigonometry. The skills that are further developed in this course include: mathematical knowledge, problem solving, and the ability to communicate effectively. Students will be periodically assessed through test and projects. Final assessment involves two final exam papers worth 40% each, and an independent project worth 20%

Mathematics Applications 1 (Grade 11)

Prerequisites: None

In this course, students move away from the theoretical knowledge of mathematics and into the real world applications. Students primarily focus on the mathematics of personal finance, geometry and measurement, probability and statistics. The skills that are further developed in this course include: mathematical knowledge, problem solving, and the ability to communicate effectively. Students are given the opportunity to demonstrate their knowledge through a wide variety of assessments which include tests, project work, and semester exams.

Mathematics Applications 2 (Grade 12)

Prerequisites: None

In this course, students focus more on real world uses of mathematics, and less on the abstract theories. Over the course of the year we will look at a variety of topics which include geometry, network optimization, statistics, probability and financial mathematics. Through every topic students will develop their skills in mathematical problem solving and communication with a heavy focus on the use of technology. They are assessed through a variety of different methods including tests, semester exams and project work.

Group 6 Options

Ceramics (Grade 11)

Prerequisites: None

Students learn about the history and significance of ceramics, both functional and non functional in Asia and the world. They record and analyze their research and investigate the properties of clay and glazes. They also learn hand building and wheel work skills and apply safe workshop practices. The preparatory work in the student's workbook and the final products are assessed for the quality of the research and its analysis, the development and reflection on the design, the technical skill shown and its aesthetic appeal, descriptions of the process and an evaluation of the effectiveness of the final outcome.

Chinese Foundation (H)

Prerequisites: Minimum MYP Chinese Language B Foundation level 1 (or a recognized equivalent)

Chinese Foundation is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence.

Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.

Students must complete a 200-300 word written assignment for the external assessment and an individual interview for the internal assessment.

Food Technology (Grade 12)

Prerequisites: None

Students study how to blend natural ingredients and healthy eating into everyday life. They learn to research appropriate information, design recipes and dietary plans and use them to assist those with food-related health problems. In addition, they learn practical skills such as grilling, baking, poaching, purchasing, food preservation and storage. At the completion of each unit, students are assessed. Students take one written examination at the end of the first semester and work on projects throughout the year.

Theatre Arts HL (H)

Prerequisites: Audition with teacher recommendation

The Theatre Arts course aims to help students understand the nature of the theatre. The course involves the development of performance skills through working on devised and scripted scenes, some of which must be presented to an audience. Students will also study drama from the point of view of the director and will investigate methods of turning a script into performance. Practical exploration of theatre from different cultures is also a key element in the course. A theatre production - a collaborative exercise animating a broad spectrum of talents and skills in which the principles and practices of theatre are explored by the students - is the high point of their practical and theoretical studies.

Graphic Design

Prerequisites: None

This course gives emphasis to the basic principles, terminology, guidelines, methods and systems used to solve graphic design problems. Students are introduced to computer design programs such as the Adobe Design Collection and its use in fine arts application. Students develop creative ideas, analytical thinking skills and methodological strategies to solve problems in designing through research and perceptual understanding. The emphasis is improving design knowledge and skills.

Students enrolled in this course must install Adobe Creative Suite that is provided by our school IT department.

The HSD Core

- **All HSD students must successfully complete CAS, the ISP and participate in Physical Education Health and Wellness to achieve their HSD.**
- **The HSD Core has three parts which are:**

Creativity – Action – Service (CAS)

The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme.

Each school appoints a CAS supervisor who is responsible for providing a varied choice of activities for students. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired.

Independent Study Project (ISP)

The Independent Study Project (ISP) is an extension of the skills and information that High School Diploma G12 students have learned during their participation in the SAT Prep/Career Pathways course at Suzhou Singapore International School High School. Through the ISP students are offered the opportunity to engage in an independent study project with the intention of demonstrating the skills and knowledge they have acquired in order to make career and college choices in the future.

A student's choice of subject for the Independent Study Project must be linked to one or more of the career and college/university choices they have researched during their participation in the SAT Prep/Career Pathways course at SSIS.

The choices must reflect student interest and show his or her ability to independently conduct extensive planning and subsequently show successful execution of such plans within the framework of the project assessment criteria.

Physical Education Health and Wellness

The program applies the IB learner profile of Life long learning and global citizenship to student health and wellness. The course focuses on exploring physical and recreational pursuits which will be of lasting benefit for personal well being and the wider community. Opportunities for students include leadership training, outdoor education, career opportunities and leisure activities.

Leadership; This will be based on the International award for young people, an internationally recognized leadership award for men and woman between the ages of 14 and 25. Qualified instructors who have been trained by the London based organization will lead and facilitate the award within the one year course option.

Outdoor education: By utilizing the school facilities and opportunities in and around Suzhou, students will experience outdoor challenges not in the main stream curriculum, such as kayaking, hiking and camp craft.

Leisure activities: The hope is to introduce wall climbing, bowling, golf yoga and various self defense programs.

Career Opportunities: Students will be made aware of the range of opportunities as a career path.

Connections and links to eco-tourism, adventure tourism and individual and company possibilities such as fitness instructors or recreation co-coordinators.